

PLAIN ELEMENTARY

506 Neely Ferry Road
Simpsonville, SC 29680

GRADES K-5 Elementary School

ENROLLMENT 955 Students

PRINCIPAL Jackie Parker 864-967-1876

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	12	1	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

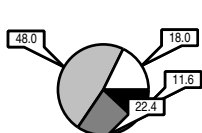
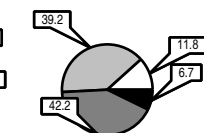
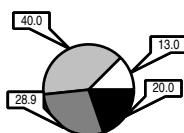
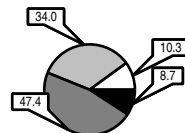
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	512	99.8	11.8	39.2	42.2	6.7	62.4	Yes	Yes
Gender									
Male	258	100.0	15.0	42.1	38.1	4.9	56.3		
Female	254	99.6	8.6	36.2	46.5	8.6	68.7		
Racial/Ethnic Group									
White	394	100.0	8.6	36.2	48.2	7.0	68.2	Yes	Yes
African-American	94	98.9	24.7	50.6	17.6	7.1	38.8	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	15.4	46.2	38.5	0.0	61.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	423	99.8	7.4	38.4	46.3	7.9	68.5		
Disabled	89	100.0	33.3	42.9	22.6	1.2	33.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	512	99.8	11.8	39.2	42.2	6.7	62.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	506	99.8	11.5	39.2	42.5	6.8	62.9		
Socio-Economic Status									
Subsidized meals	113	99.1	21.6	48.5	26.8	3.1	43.3	Yes	Yes
Full-pay meals	399	100.0	9.4	36.9	46.1	7.6	67.2		

Mathematics - State Performance Objective = 15.5%									
All Students	512	100.0	18.0	48.0	22.4	11.6	51.2	Yes	Yes
Gender									
Male	258	100.0	19.0	43.7	23.1	14.2	53.8		
Female	254	100.0	16.9	52.3	21.8	9.1	48.6		
Racial/Ethnic Group									
White	394	100.0	12.8	48.7	24.2	14.3	57.0	Yes	Yes
African-American	94	100.0	41.2	44.7	12.9	1.2	25.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	15.4	53.8	23.1	7.7	38.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	423	100.0	12.3	49.8	25.6	12.3	57.1		
Disabled	89	100.0	45.2	39.3	7.1	8.3	22.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	512	100.0	18.0	48.0	22.4	11.6	51.2		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	506	100.0	17.7	47.8	22.7	11.8	51.8		
Socio-Economic Status									
Subsidized meals	113	100.0	37.1	46.4	11.3	5.2	26.8	Yes	Yes
Full-pay meals	399	100.0	13.2	48.3	25.2	13.2	57.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	160	99.4	7.3	35.8	48.3	8.6	57.0
	Grade 4	166	100.0	19.5	38.4	38.4	3.8	42.1
	Grade 5	180	98.3	20.1	56.8	21.9	1.2	23.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	178	100.0	7.0	24.4	51.7	16.9	68.6
	Grade 4	170	99.4	13.3	35.5	48.8	2.4	51.2
	Grade 5	164	100.0	16.0	60.1	23.3	0.6	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	160	100.0	12.5	40.1	28.3	19.1	47.4
	Grade 4	166	100.0	20.1	43.4	25.8	10.7	36.5
	Grade 5	180	100.0	15.3	51.2	25.3	8.2	33.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	178	100.0	11.0	60.5	22.7	5.8	28.5
	Grade 4	170	100.0	19.3	32.5	28.9	19.3	48.2
	Grade 5	164	100.0	23.3	50.9	16.0	9.8	25.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 955)				
First graders who attended full-day kindergarten	89.8%	N/C	99.2%	100.0%
Retention rate	2.0%	Up from 1.6%	1.8%	2.7%
Attendance rate	97.5%	Up from 97.1%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		2.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		2.8%	3.5%
Eligible for gifted and talented	22.3%	Down from 30.2%	26.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.3%	Up from 7.7%	6.5%	8.2%
Older than usual for grade	0.2%	Down from 0.3%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	59.6%	Up from 50.9%	57.0%	51.4%
Continuing contract teachers	90.4%	Up from 84.2%	87.7%	87.5%
Highly qualified teachers**	95.9%	N/A	96.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 90.5%	88.3%	86.7%
Teacher attendance rate	95.4%	Down from 97.9%	95.4%	94.9%
Average teacher salary	\$43,624	Up 4.2%	\$42,007	\$40,760
Prof. development days/teacher	14.6 days	Up from 12.5 days	12.8 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	6.3	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.6 to 1	20.3 to 1	18.9 to 1
Prime instructional time	91.0%	Down from 94.4%	91.1%	90.0%
Dollars spent per pupil*	\$4,704	Up 7.2%	\$6,021	\$6,044
Percent of expenditures for teacher salaries*	69.7%	Down from 70.8%	65.6%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Plain Elementary School, in cooperation with home and community, provides an academically challenging curriculum through meaningful learning experiences in a safe, nurturing environment. It is our goal to provide a positive climate for learning in order to improve student achievement, build self-esteem, and develop positive social behavior. Parents, volunteers, and business partners work with the PTA and the School Improvement Council to enhance the total school program. Volunteers who share their time to enrich the learning climate record over 30,000 hours annually.

Our academic curriculum, aligned to state and district standards, meets the diverse needs of our students. Teachers provide parents with a syllabus outlining expectations, classroom rules and procedures, and academic standards. The instructional program includes inter-disciplinary and thematic units reflecting a variety of teaching strategies that address different modalities of learning.

Our school district provides grade level curriculum guides for each subject to ensure a continuum of learning for all students. Plain Elementary incorporates a variety of teaching methods and strategies into the learning environment. The Pat Cunningham Four Blocks Literacy Model, a first through fifth grade initiative, provides numerous and varied opportunities for all children to learn to read and write. The writing process is emphasized at all grade levels. Computer-assisted instruction, based on state standards, supports the academic environment. The math curriculum engages students in problem-solving activities. Our outstanding fine arts program provides students with opportunities to showcase talent, integrate classroom learning, and develop an appreciation for the arts.

A comprehensive strategic plan, focusing on measurable student performance and achievement, was submitted for accreditation during the 2003-04 school year. Through the implementation of identified continuous improvement initiatives, our school met the criteria for Adequate Yearly Progress (AYP) for 2002-03.

The facility of Plain Elementary is currently being renovated and expanded. The school community has been temporarily relocated to the former Simpsonville Elementary School site. All stakeholders will continue to work together during this transitional period to ensure our students are provided with an optimal learning environment. Promoting academic excellence will continue to be paramount as we prepare our students to be life-long learners.

Jackie T. Parker, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	157	110
Percent satisfied with learning environment	100.0%	80.1%	85.8%
Percent satisfied with social and physical environment	98.1%	85.2%	85.3%
Percent satisfied with home-school relations	100.0%	89.6%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.